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ABSTRACT

Two approaches to teaching English as an International Language (EIL) are outlined, noting their roles in a newly-formed undergraduate major in EIL at International Pacific College (New Zealand). EIL is defined as a form of English used by non-native speakers to communicate with other non-native speakers. "Implicit" EIL refers to a teaching approach and materials that are culturally unbiased and relevant to learners' purposes and needs. In this EIL, particularly suited to first-time learners of English, students are encouraged to use the English medium and emulate models that are consistent with real-life functions of English beyond school. "Explicit" EIL is an area of study that investigates functions, varieties, and models of English used as a means of global communication. This version is especially suited to advanced learners of English as a second language. Specific courses offered in the degree program are described briefly, and support for the program's design incorporating both approaches is drawn from research literature. It is also proposed that study of EIL may be a form of substitute for study of applied linguistics because language items are studied in context and may be more immediately relevant to many students. Contains 46 references. (MSE)

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IMPLEMENTING EIL: THE MEDIUM REALLY IS THE MESSAGE

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Abstract

Perhaps the most significant innovation to confront the English Language Teaching profession in recent years is the discipline of English as an International Language (EIL) which has now been available for implementation for over a decade. This paper details two equally important but quite different kinds of EIL that have evolved whilst implementing a programme centred round a bachelor's degree in EIL at a purpose-built college in New Zealand: International Pacific College (IPC). Composition of the degree major in EIL is provided as an example of an *explicit EIL course* whereby the message or content of the discipline discusses the range and scope of the medium of EIL itself. The course preliminary to the degree is also described as an example of an *implicit EIL course* that concentrates on students using and developing the medium of EIL to convey their personal message. It is to be hoped that experiments similar to the one outlined in this paper will help promote EIL at all levels and also enable advanced students of English to consider different models and varieties of English, including their own, in order that they may ultimately extend their communicative capacity[1] for learning and using English.

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Introduction

There have been moves to develop English as a Foreign Language (EFL) as a discipline within the framework of a university degree, with Teaching

English as a Foreign Language (TEFL) modules for undergraduate linguists (Griffiths 1993:20)[2]. With the continuing influx of students from non-English speaking backgrounds into the universities of the developed and developing nations and the established importance of English for academic, business, technical and cross-cultural communication, a similar concern to incorporate an element of English as a Foreign/Second Language as an essential part of a first degree course is becoming increasingly urgent for institutions worldwide.

EFL and ESL may be considered inappropriate disciplines to develop as degree components since the perspectives offered by these subjects concentrate on the inadequacies that English users from non-English speaking backgrounds display when attempting to communicate primarily with those who have traditionally been known as "native speakers". This seems to devalue the possibility that English may be used for communication between "non-native" users themselves and also diminishes the reciprocal very positive contribution that users from English speaking backgrounds may be encouraged to develop when using English to communicate across cultures.

As society becomes increasingly pluralistic and multilingual some of the more traditional concepts such as "native speaker" are becoming obsolete and with them dependent terms such as EFL and ESL. With at least one out of every five people in the world now speaking English to some extent, it is perhaps appropriate to dispense with the "us" and "them" distinction that such terms promote.

A fully accredited degree course centred round a major in EIL which aims to cater precisely for concerns of this nature is already being offered at IPC. As the number of users of English continues to increase it is essential to ensure that ELT provision in further/higher education does not alienate its clientele but seriously considers the functions and forms of English in international and intranational settings between participants from a wide variety of cultures and linguistic backgrounds - including perhaps native speakers of English who may themselves lack the necessary strategies for dealing with interaction with English users from other backgrounds.

The term *English as an International Language* originates from

conferences held at the East-West Centre of the University of Hawaii and the University of Illinois at Urbana-Champaign in 1978 to discuss the increasing international and intranational uses of English. The conferences resulted in two publications, Smith (1981) and Kachru (1982).

In 1983, Larry E. Smith edited a follow-up volume entitled *Readings in English as an international language*. In the preface some rhetorical questions are asked:- "English as an International Language? Why do you need a book? Everybody already knows that English is an International Language don't they?" The point was made that this term is generally used as another cover term for English as a Foreign Language (EFL) and English as a Second Language (ESL) or English to Speakers of Other Languages (ESOL) where non-native speakers are primarily helped to interact with native speakers of English. Smith made two significant points about English as an International Language (EIL) that are still underestimated ten years later[3]: the first is that in today's world non-native speakers use English quite frequently to interact with other non-native speakers and they need specific training for that; the second point is that native English speakers should study English as an international language if they plan to interact in English with non-native or with other native speakers who use a different national variety. Elsewhere Smith provides the basic inclusive principle of EIL: 'English is the property of its users native and non-native, and all English speakers need training for effective international communication' (Smith 1987:xi).

There are two very different ways of presenting EIL to international students who may speak a variety of languages and come from very different backgrounds and cultures. First there is what may be termed *implicit EIL* which refers to the teaching approach and materials being unbiased and relevant to the needs and purposes of the learners themselves. Here some element of planning on behalf of the students is required since initially the students do not have the necessary expertise in linguistics or language learning to decide what is most useful or appropriate for them to study. In this implicit EIL which is particularly suitable for first time learners of English, the students are encouraged to use the medium of English and to emulate models that, it is predicted, will be consistent with the functions of English that they will actually require

to convey their personal message subsequent to tuition. In the classroom this may be realised by learners of English interacting with other learners of English - not just as a preliminary to contact with native speakers but as an end in itself. Thus the target context of language use is given equal weighting with the target language itself.

Second there is the EIL which is an explicit area of study that investigates functions, varieties and models of English on a global scale. This is more relevant to higher education and constitutes an academic discipline whereby investigation of English as a global medium of communication provides the message or content of study. This may include investigation into the English used by particular cultural or regional groups, concerns relating to the learning and teaching of English - including students' attitudes to learning/teaching English and the appropriacy of various methodologies and materials for different situations. This explicit version of EIL is particularly suited to advanced learners of English at college or university level who are reaching out towards independent learning and autonomy. The kind of debate required to discuss EIL at this level expects a linguistic maturity in terms of both the content and the processes involved. In addition the subject of concern is the students and their own English language, their attitudes and those of others in a similar position to themselves and this serves to demystify and clarify the whole mechanism of language contact and spread. Thus the language itself is shaped by, or at any rate directed at, the actual users of the language.

Implementing Explicit EIL at First Degree Level

Study of explicit EIL is appropriate for the culmination of a substantial course of instruction in ELT since it contextualizes the students' English studies and informs them of the kind of decisions that have had to be made in order for them to have been able to gain access to and learn English - both formally and informally. In addition, explicit EIL informs students of the positive and negative factors that contribute to their contemporaries' learning/teaching of English in their home community and also the kind of provision for learning/teaching English which could be made available for their children in the future. For English teachers worldwide, whether

second language speakers or native speakers of English, the discipline of EIL provides an opportunity to receive topical, well-informed feedback about the quality of their instruction and its appropriateness for specific contexts. For both teachers and learners alike the explicit study of EIL allows the range of use and variety of form to be appreciated and the consequences and responsibilities of learning and teaching EIL to be better understood. In this way, study of explicit EIL would appear a very proper concern for advanced learners of ELT. Study of explicit EIL also provides an appropriate tangible target for more elementary learners of English to aspire to.

At this point it may be useful to redefine the aims of ELT. Perhaps we should refrain from considering how far the learner approaches native speaker competence as in EFL/ESL. According to Medgyes (1992:342) they will only do this very inadequately unless they happen to be a "Joseph Conrad". Instead it might be more productive to adopt Smith's criteria which are more consistent with the aims of both implicit and explicit EIL: 'Being a native speaker does not seem to be as important as being fluent in English and familiar with several different varieties' (Smith 1983:88). This presents a radical view of a(n) (English) language without bounds - almost the opposite perspective to the restricted view of those who have sought a reduced form of language to improve communication across cultures - such as that proposed by Ogden in 1938 with his 850 words of Basic English (Crystal 1987:146).

There is no absolute necessity for explicit EIL to follow implicit EIL. However there are certainly benefits in having the two as closely related as possible. Courses concentrating on implicit EIL provide an excellent primary source for research and debate and similarly courses of explicit EIL provide the natural culmination of courses in implicit EIL.

At IPC a close association has developed between the degree major in EIL and the language school type programme which precedes it. Since there is an overlap of staff teaching each programme, the preliminary implicit EIL course has naturally been shaped towards the principles of EIL and the explicit EIL degree course has monitored this progress through staff and student involvement and research.

The degree major studies EIL explicitly. Its coherence and breadth

of study is best appreciated by examining its objectives:

1. To encourage international and intercultural understandings and an awareness of the social dimension of language.
2. To enable the students to develop their intercultural communicative capacity in English.
3. To enable students to acquire cross-cultural perspectives and an awareness of how English is used in a variety of international and intranational contexts.
4. To provide students with a good understanding of the structure and role of language, particularly in its contexts of use.
5. To increase students' understanding of culture and develop their awareness of the relationships between culture and language.
6. To develop students' appreciation of literary texts and how these can reflect the cultural norms and values of different societies.
7. To prepare students for various occupational functions where ability in English language and knowledge of cross-cultural communication play an essential role.
8. To develop English language skills and capacities within academic and professional contexts.
9. To offer students an opportunity to receive training and practice in Teaching EIL.

The programme for the degree major in EIL consists of papers grouped into four strands. Each strand comprises related courses which are concerned with current views of language together with insights obtained from linguistics. Courses outlined here would naturally need to be adapted according to local conditions and interests.

The first strand is concerned with the factors that influence the use of English in intercultural contexts and the ways that speakers in different cultures use linguistic resources in different ways. The second strand is related to the use of English as a world language including its history, its influence on other languages and different native and non-native varieties of English. It is in this strand that the 100-level paper English as an International Language and the 300-level paper World Englishes are contextualised. The third strand examines how literary texts demonstrate language use and reveal aspects of the cultures in which they were written.

The final strand encourages students to appreciate the different organisational patterns of language from morphology to discourse and introduces the tools of linguistic analysis as preparation for Teaching EIL. In addition the programme includes skills courses designed to provide students, studying EIL or other subjects, with the communicative skills necessary to engage in activities requiring a high standard of English language. Students are also encouraged to develop a broad understanding of international issues by selecting papers from other departments which contribute to a bachelor's degree in International Studies.

I have been most concerned with the 100-level paper in EIL which is an explicit course in EIL designed to provide a broad introduction to the discipline. It is the leading paper of the course and has been nominated since it provides the unique character and organising principle for the EIL degree major itself and focus for the whole English programme at IPC. Until recently this paper has had a purely non-native speaker enrolment. At degree level the study of EIL provides opportunities for students to use and develop many of the advanced language skills that they have acquired on the preliminary implicit EIL course.

The teaching of EIL at degree level to an international student body does not differ substantially from conventional degree teaching to a group of nnative speakerspeaker undergraduates - if such classes and classifications still hold. However, at IPC there is additional continuity since the students study towards a diploma for one or two years prior to the commencement of their degree studies. This familiarity with the students enables many of their academic problems to be anticipated and catered for. Typically each session comprises students working in small groups on concrete, tangible tasks to interpret unsimplified source materials including academic papers and texts. As would be evident with a purely native speaker class at this level a substantial amount of time is spent on students extracting information from relevant materials and organising it in a way to ensure they appreciate the salient points.

Another method of achieving involvement with the texts is for the students to be asked to formulate pertinent questions about particular sections of a reading passage to demonstrate their understanding or lack of comprehension. This encourages students to ask questions when they

do not understand and also initiates a procedure to promote interaction between the students their peers and their teacher. Initially this is often more productive than a purely teacher-led discussion since the students are asked to attempt a limited task which they may or may not be able to accomplish rather than being asked immediately for an opinion which might prove too daunting and which therefore might never eventuate.

Generally, pertinent sections of papers relating to EIL are selected but not simplified to focus the students' attention on specific issues. Often these are presented along with contrasting perspectives to clarify the controversies involved. Audio recordings of the texts are also made available should individual students find this helpful. Wherever possible visual and audio materials are included to bring the issues "to life".

The course prescription for the EILA 161 *English as an International Language* allows considerable leeway in the formulation of a teaching programme - naturally this would be tailored to local requirements and interests. Most recently I have been experimenting with a syllabus divided into two main blocks. This concentrates initially on *EIL and the Individual: the Learning and Teaching of English*, and subsequently *EIL around the World: Contexts and Varieties of English*. This division enables teaching to proceed from where the students are and what they know about best - the learning/teaching context of EIL as it relates to them. By first examining the students' own experiences of learning and teaching in this way also allows a framework for analysis to be (informally) assembled which may later be applied to a consideration of EIL in diverse global situations.

The first block enables teachers to explain their own interest and involvement with the discipline of English Language Teaching. It also provides the students with an opportunity in which they are able to reflect on the nature of their own English language learning - the context in which they employ different communicative strategies and also what factors should be considered when appropriate pedagogic models are being selected for their own language learning situation. This approach encourages discussion about how students feel English language learning can be made most appropriate and efficient for their various personal situations before going onto wider issues. There is no shortage of materials

here and many recent sociolinguistic texts relating to Applied Linguistics would be appropriate. This block is divided into a number of main units for teaching purposes:

a) an introduction to the background and main issues of EIL through discussion of the overview articles presented by Paltridge (1991) and Kachru (1992) with reference to definitions of International language learning, Intranational language learning, Foreign language learning and Second language learning in Stern (1983:17-18) and others;

b) comparison of models of English and EIL. For example the systematically reduced Nuclear English as proposed by Quirk (1982), where the attainment of one particular variety of English is neither necessary nor desirable, is compared to Utilitarian English as proposed by Wong (1982) where a non-native variety that is already used extensively is accepted as legitimate to fulfill the language needs of the Third World. The more eclectic approach as suggested by Ashworth (1985) and the cautions about an enforced, restricted code as outlined by Widdowson (1983a) are also considered;

c) an examination of cross-cultural communication strategies (Sukwiwat 1981; Tarone and Yule 1989) leads onto the notion of a model for intercultural communicative competence as proposed by Baxter (1983) which includes strategic competence and interpretive strategies within a composite model - here the all important contribution that native speakers themselves should make to develop strategies for overcoming cross-cultural communication problems may be addressed;

d)Wajnryb (1988) provides a typology for examining the dominant methodologies for presenting intercultural communication training and this is contrasted with Freeman and Richards (1993) who classify procedures for teaching and learning English into three main categories - science/research conceptions, theory/philosophy conceptions and art/craft conceptions;

e) next is an examination of cultural prejudice/bias in English language teaching procedures and materials being used on the implicit EIL course at the college itself - since New Zealand is reliant on published ELT materials from overseas it is quite easy to find examples of phenomena that require considerable cultural elucidation;

f) finally student attitudes to different models of English are examined following Shaw's (1983) research into the attitude of students in four different Asian countries and Kachru's (1983) study of attitude towards native and non-native varieties.

The second block of the 100 level course examines the sociolinguistic and political contexts of different varieties of English, in particular their 'range of functions and depth of societal penetration' (Kachru 1990:1). Again the importance of sociolinguistics is stressed but in this case emphasis is on the diversity of English rather than the learning/teaching of the language - expanding the students' horizons rather than scrutinizing their intuitions. A number of topics are included:

a) statistics are examined to ascertain the numbers of English users in the World - Crystal (1987:354-358); and broad generalisations about use - the Inner, Outer and Expanding Circles of English according to Kachru (1989);

b) varieties of Standard English, as proposed by Trudgill and Hannah (1985) are presented with the help of the accompanying audio tape and are then compared to the New Englishes as introduced by Platt et al (1984);

c) a consideration of linguistic imperialism (Phillipson 1992) which warns of the dangers of indoctrination and irresponsible promulgation of the language is included. An article by Rogers (1982) which employs graphic source material underlines how extraneous English learning and teaching may become in certain situations. Linguistic imperialism is included as a very relevant concern - that if ignored would certainly make the arguments about indoctrination more substantial and hence weaken any arguments in favour of EIL;

d) an introduction to language planning and language policy is exemplified by examining the New Zealand situation (Hollis 1990);

e) finally students are invited to present a brief case study of English function or form in a geographical area/country of their choosing.

What models of English are being presented in different regions of the world; whether English is being taught as efficiently and effectively as possible; whether in fact it is right that English should be taught to everyone in all situations; and who should be involved in and responsible for making such decisions, are major concerns of the explicit EIL course.

As an alternative focus, others may prefer to introduce linguistic imperialism at the beginning of a course since it is such a consuming, pervasive topic. However this does not easily provide the target/culmination of a language teaching programme of English extending over a number of years of hard earned study. Rather the study of EIL which may include a consideration of Linguistic Imperialism provides a more consistent, optimistic approach for dealing with such concerns.

It is important to supplement an explicit course in EIL with as much audio-visual material as possible to enable students to begin to appreciate the wealth and diversity of English and their own place in the scheme of things. Following Kachru's (1992:10) prescription the *Story of English* video (MacNeil et al, 1986), provides a well documented series which shows real people in a variety of situations, engaged in different tasks all using English of one form or another: subtitles are also provided when their accent becomes too dense. This video contrasts international and intranational uses of English. Authentic realia such as newspapers and advertisements and recordings of news broadcasts and candid conversations in different varieties of English are extremely useful to promote discussion. A BBC World Service programme *English, a language for the world* (Tomalin 1988) gives students the chance to hear distinguished people such as the author Anthony Burgess and Sir Anthony Parsons discuss the importance of EIL in literature, international business, diplomacy and cultural relations.

An examination of professional journals for the past ten years shows the ELT profession preoccupied with EIL yet no-one seems to suggest that it is an area that non-native undergraduates should be involved in. With warnings about linguistic imperialism being not completely unfounded it seems proper for advanced students of EIL, when they have developed the linguistic ability, to be informed of resources which will help them gauge the state of English in the world today. Overviews of the concerns relating to World Englishes and EIL have been offered by Paltridge (1991) and Kachru (1992). Both of these contain extensive bibliographies to support a syllabus in explicit EIL.

Students naturally show considerable interest in intercultural

strategies and choice of pedagogic models and materials for learning English since these factors directly relate to their own experiences, though they may never have had the opportunity to discuss such issues before. Even though many students may have been learning English for up ten years prior to the degree course, first-hand experience of their own situation is seldom matched by knowledge of language use in other parts of the world and the language planning decisions that are being made for users of EIL. This disparity provides an opportunity to inform students of alternative standard varieties of English and gives them an opportunity to consider the status of items such as Received Pronunciation (R.P.), General American (G.A.), Academic English (Prabhu 1987) and also the development and particular distinctiveness of their own individual English Language variety.

The assignments typically comprise data gathering tasks which survey attitudes to English, English language use and formal features of English as utilised by the international student body, the local community (which in New Zealand also includes groups of users of minority English language varieties such as Maori English (Benton 1991:187-199)) or by the students' home communities. Shaw's (1983) survey article into student preference of varying models of English is extremely useful in presenting a general methodology and approach to research assignments. Characteristically the examinations have included a variety of formats - short answers on terminology, tasks involving completion of tables and diagrams, an unseen reading passage and also longer pieces of writing about major issues relating to EIL.

EIL: an Alternative to Applied Linguistics?

A major function of applied linguistics has been to concentrate on developing theoretical concerns and to make them more obviously relevant to the classroom. It has traditionally been concerned with the relationship between native and non-native speakers of English. EIL has much wider application and takes a more inclusive perspective.

Kachru (1991) makes a strong plea for a change of paradigm[4] or perspective to consider studying English being used without necessarily including native speaker involvement. Kachru himself has chosen to

concentrate on a world Englishes perspective. This may seem appropriate at a high level - at IPC formal study of world Englishes is included as a third level degree course. However, as a more extensive superordinate term that would include world Englishes as well as items such as English as an Intranational Language under its canopy the term EIL is considered more appropriate. In addition, the term EIL has the added advantage of being an appropriate perspective for organising more basic preparatory courses.

According to Kachru (1990), native speakers have an insignificant role in the global spread and teaching of English. If as Kachru suggests, native speakers of English do not provide a serious input in the global teaching of English, or in policy formation, or in determining the channels for the spread of the language, then perhaps it is the right and responsibility of a larger section of global society to discuss and determine the implementation of EIL. If this process can be enhanced with the assistance of well-informed graduates who have majored in EIL and are aware of some of the principal issues that apply to their own English and their own society so much the better. This may be considered an equalizing of interpretive opportunity (Candlin 1981). Perhaps study of EIL will produce more experts in EIL like Kachru himself who might in turn help further the EIL position.

EIL is a far less abstract term than applied linguistics and as a subject it is suitable for those studying a wider range of options. Because it does not concentrate so narrowly on decontextualized language items, EIL may therefore also be relevant for those interested in getting jobs which involve cross-cultural communication, a knowledge of background culture or that simply require a general liberal education. It may well be that in the future serious study of EIL will take the place of or be appended to the study of applied linguistics.

Before EIL the objective for advanced level English has either been - to take examinations, to approach native speaker competence, or to study applied linguistics. Now perhaps being articulate about EIL issues and knowledge of several varieties of English seems a broader more attainable kind of objective. With the native speaker/non-native speaker dichotomy being less important than it used to be, perhaps we should reassess the

distinction between integrative and instrumental motivation. Since we are no longer exclusively interested in the native speaker and her/his culture exclusively, perhaps we can afford to be interested in EIL as the property of everyone and begin to appreciate the range (its widespread uses) and scope (its potential wealth of meanings) of the language. In this way perhaps what is being suggested is that we can have two kinds of EIL similar to pure and applied linguistics or mathematics - this time however pure EIL would concentrate on interest in EIL per se and applied EIL would concentrate on using EIL instrumentally.

Implementation of Implicit EIL

One of the most significant features of the programme in EIL is that English teaching and learning at degree level and pre-degree level are integrated. In order to appreciate the rationale behind the EIL course at pre-degree level it is useful to consider the concerns of the EIL degree major which includes an evaluative component which outputs criteria with which the preliminary courses may be evaluated. In these evaluative components a questionnaire is administered to students and discussion between staff and students provides ideas about as to what things should be studied in implicit EIL and how the existing courses may be improved upon and made more relevant to the students. The EIL degree major being studied by their peers provides a washback effect for the preliminary students.

The most basic qualification offered in the programme is the Diploma in EIL. At this level the medium of EIL is studied implicitly as part of the hidden curriculum which is not immediately amenable to the students. Implicit EIL has objectives that are likely to be realised by a large proportion of students since its goals are realistic being concerned with communication between non-native speakers and closely related to the importance of English in different cultures and communities. The adjustment in perspective necessary to promote EIL rather than EFL/ESL in the classroom increases the legitimacy of student speaking to student in the classroom not just as a preliminary to non-native/native speaker interaction but as English speaker to English speaker. The Diploma programme therefore provides a ready made environment for investigation

and research into materials, study methods, attitudes, motivation and methodology.

The programme in implicit EIL has a number of objectives including preparing students for the diploma and degree courses, helping the students live in a new culture, introducing the students to international issues, personalities and events, and of course helping students communicate with other people, both native and non-native speakers using English. The prescription that was given earlier in this paper suggested that implicit EIL should try to serve the interests and likely language requirements of the students subsequent to the course. At IPC several ideas have been trialled depending on the perceived needs of the students concerned and the intuitions of the lecturers. A number of courses have been developed including - *Communication in English, Language Development, Study Skills, International Affairs, Regional Studies, Vocational English, Computer Writing, Language Laboratory* and a *Self-Access Component* to encourage autonomous learning. The bias of these courses tends to fluctuate between English with an international perspective concentrating on international qualifications and English with an intranational perspective which results in increased participation in the ongoing Community Involvement Programme - depending on the interests of particular students.

The Preliminary Courses organised by the Department of EIL are specifically structured to encourage students to converse between themselves without native English speaker intervention, and function both within the English speaking context provided by the local New Zealand community, and also in wider contexts offered by academic, employment and social opportunities worldwide[5]. Some element of explicit EIL content has been included since it is considered useful to help students establish a new identity with the new language. For instance it is considered important for non-specialists to know about the numbers of speakers of EIL on a global scale and have some idea of the kind of concerns that are studied in EIL at degree level.

Many textbooks, both past and present have tried with varying degrees of success to cater for an international perspective in order to help students extend their capacity for learning and using English. When

designing/evaluating materials for EIL a slight adjustment in perspective, that is rarely encountered in existing published materials is required to ensure that undue emphasis is not placed on any one culture or society that uses English. Variety is the hallmark of this approach particularly when illustrating or discussing advertisements, currencies, housing, addresses, transport and employment. In addition it would appear of particular importance to experiment with a large variety of innovatory methodological approaches, such as suggested by Fanselow (1987, 1992) to cater for as wide a variety of cultural preferences, expectations and learning styles as possible.

Implications of EIL

It has been our experience that the full implications of EIL cannot be wholly appreciated unless the complete programme from beginners to degree level is undertaken. The shift in paradigm that Kachru and others recognised as being necessary to implement EIL rather than Applied Linguistics makes a very small but extremely significant shift in perspective when dealing with Elementary level students of English. This perspective shift itself becomes superfluous unless one considers the other end of the spectrum and also considers Advanced Students of English who need to be taken seriously and have their need for autonomy and their need to be informed of the range and scope of English be taken into account.

Involvement with EIL is not just for teachers and language planners but for students of English too - discussion of the area helps provide advanced students with the independence and maturity to become truly autonomous learners of English. It is the combination of the two - implicit EIL and explicit EIL that provides a method of demystifying the whole process of language teaching and learning and allowing students to participate linguistically and practically in decisions that have influenced their language learning for a considerable length of time. They become equal partners in the teaching/learning process and gain the right to exploit English as a resource for themselves. In this way sustained programmes in EIL offer real benefits to students of English Language in terms of continuity and support, and well-monitored opportunities for the development of linguistic independence and maturity.

Considerable time has elapsed since the inception of the term EIL at the Universities of Hawaii and Illinois. In the pluralistic multilingual societies that exist today the dichotomy between us and them (the native and the non-native users of English) is becoming blurred. English is becoming so pervasive that it is making it difficult to determine whether a user may be considered to "know" English or not. The time is ripe for the introduction of courses that study EIL explicitly. Perhaps equally urgent is the introduction of courses for more elementary learners of English that support non-chauvinistic, non-patronising approaches congruent with the times we live in.

It is suggested that EIL should become an increasingly frequent participant in higher studies throughout the world because of the advantages to both individuals and institutions through the improved linguistic capacity that results from students becoming more aware of the status and particular distinctiveness of their own individual English Language contributions. It is to be hoped that the integrated EIL programme offered in this article will be emulated by other institutions for the furtherance of students' capacity in English that may be achieved together with the improvement in their other studies at degree level which may be seen as a natural concommitant to this course.

At present EIL seems particularly rich in useful, wide-ranging borrowings from other languages and is associated with liberal teaching/implementation principles[6] as compared to other languages. Hopefully with increased interest from the English Language Teaching profession both implicit and explicit EIL will continue to develop and such benefits will continue to accrue. IPC, New Zealand is hoping to host a conference focussing on the Implementation of EIL in the near future.

Notes

[1] Communicative capacity is a term adapted from Widdowson (1983b:25) which refers to the potential for quantity and quality of language that an individual possesses, without having to refer to an external standard as might be implied by the term competence. Thus communicative capacity would apply equally well to a student conventionally classified as EFL or

ESL as it would to a "Joseph Conrad" who displays mastery of the English Language rather than mere competence.

[2] Sian Griffiths quotes Derrik Ferney, head of modern language at Anglia Polytechnic in Cambridge, which has one of the largest groups of EFL students in Higher Education, 'What we have to do is validate EFL modules in the same way as we validate language modules, using the same process. Then we can build up structured courses which allow students to choose those modules which interest them. That could lead to undergraduates of any discipline choosing a TEFL module.' This is precisely what has happened at IPC, except that in this instance EIL has been chosen as a more appropriate degree level subject. The Bachelor of International Studies with a major in EIL was fully accredited by the New Zealand Qualifications Authority (NZQA) in early 1992.

[3] Brown (1993) provides an authoritative rationale as to why World Englishes/EIL has taken so long to implement in TESOL programs in the United States.

[4] Kachru admits that the frameworks presented by J.R.Firth, M.A.K.Halliday, Dell Hymes and William Labov are 'socially realistic' and as such comprise perspectives appropriate for examining the uses and users of English (Kachru 1991:197).

[5] The ELT textbook author Mike Potter, on the cover of his series, *English around you* (1989), provides an account of EIL closest to our implicit EIL: 'The vast majority of English learners today need to use the language as a means of international communication. Coursebook content which is centred on British life and culture is irrelevant to these needs, and makes it difficult for the student to relate to his/her communicative requirements.'

[6] Even according to Medgyes, 'International-mindedness ... entails the rejection of any kind of discrimination, whether on grounds of race, sex, religion, intelligence, or mother tongue. We all are equal... No one is more equal than anyone else. There are as many equal varieties of English as there are countries where English is spoken as a first or second language - and a lot more, if dialects and sociolects are also taken into account' (Medgyes 1992:340).

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